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ABSTRACT

This report sets forth the current standards for teacher education established by the Washington State Board of Education. Each standard is briefly described, the activities involved in maintaining the standard are outlined, and the means by which the Board assures compliance with meeting the standards are described. Standards are listed for the following areas: (1) program standards; (2) cooperation standards; (3) basic skills competencies; (4) teaching competencies; (5) subject matter endorsement; (6) field experience requirements; (7) continuing education requirements; and (8) inservice quality controls. Activities are listed to maintain the standards in the following areas: (1) program approval; (2) competency testing; (3) follow-up of graduates; (4) monitoring of off-campus program standards; (5) assignment compliance; and (6) annual reports. Appended are: (1) Washington teacher certification requirements; (2) State Board of Education endorsement, assignment, continuing education policies; and (3) approval of preparation programs in colleges/universities leading to certification. (JD)

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STATE BOARD OF EDUCATION

INITIATIVES:

Professional Education in the 1980s

SP030550

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January, 1987

THE STATE BOARD OF EDUCATION

Introduction

The State Board of Education (SBE) consists of two members from each of the congressional districts, elected by members of school district boards of directors, one non-voting member representing approved private schools and the Superintendent of Public Instruction.

Under RCW 28A.04.120, the State Board of Education shall:

> Approve the program of courses leading to teacher, school administrator, and school specialized personnel certification offered by all institutions of higher education within the state which may be accredited and whose graduates may become entitled to receive such certification.

Since the early 1970s, professional programs in Washington have been developed on the basis of four principles:

1. Professional preparation should continue throughout the career of the practitioner.

2. School districts and professional associations, as well as colleges and universities, should cooperate in the development of preparation programs.

3. Preparation should be based upon performance; performance in relation to stated objectives and the school setting.

4. Preparation and career development programs should be individualized.

The State Board's role in professional preparation needs to be viewed as ongoing and constant, ever reviewing, ever evolving. Significant changes in rules and regulations in professional preparation that have occurred in the 1980s are included in the following sections of this report.

THE STATE BOARD OF EDUCATION

ESTABLISHES STANDARDS

SBE ACTION	ACTIVITIES	STATUS
PROGRAM STANDARDS		
SBE Standards specify minimum criteria that colleges/ universities must meet in order to obtain SBE program approval for preparing teachers, administrators, and certificated support personnel. WAC 180-78-050 Program Approval Standards and Criteria	1982-83: SBE's 1978 increased standards were fully implemented (see Appendix C). These standards contain minimum criteria for program development, implementation, and evaluation. Completed 1986 study of teacher education policies and program approval standards (Continuity and Progress, in response to Section 2, Chapter 420, Laws of 1985).	The Standards Review Committee was established November, 1986 to revise standards to be submitted for SBE action in the Fall of 1987.

THE STATE BOARD OF EDUCATION

ESTABLISHES STANDARDS

SBE ACTION	ACTIVITIES	STATUS
COOPERATION STANDARDS		
SBE requires the development and review of programs by college/university, professional association, and school district representatives who serve on program units in order to ensure that practicing professionals are actively involved in decisions related to professional preparation. WAC 180-78-050(1) Cooperation	Program units were in place for all SBE-approved programs, 1982-83. Annual Program Unit Conferences were sponsored in 1985 and 1986. Orientation training was provided for all program units during 1986-87. Program Unit Orientation Manual will be published and distributed in 1987.	Third Annual Program Unit Conference was held in January, 1987. Eastern Washington University won an award from the Association of Teacher Educators (1985) for its outstanding teacher education program. The award was based, in large part, on the collaborative development of the program through the establishment of a program unit.

THE STATE BOARD OF EDUCATION

ESTABLISHES STANDARDS

SBE ACTION	ACTIVITIES	STATUS
BASIC SKILLS COMPETENCIES		
SBE requires all colleges/ universities to screen students for basic skills proficiency prior to admission to professional certification programs.	1982-83: SBE required colleges/ universities to specify minimum standards in the basic skills areas of speaking, writing, and computation for admitting students into certification programs.	SBE regularly monitors all colleges/universities to ensure compliance with standards. SBE requires annual reports from each college/university.
WAC 180-78-050(4) Selection and Retention Standard WAC 180-78-050(4)(vii) Selection and Retention Standard	1985: SBE strengthened admission standards to include: * A minimum grade point average; * Competency in basic skills (speaking, writing, and mathematics); and * A minimum score on standardized test (Washington Pre-College Test, Scholastic Aptitude Test, American College Test). Annual records are to be maintained of the impact of the Washington Pre-College Test cut score on student enrollments and minorities. After three years the minimum score is to be reviewed.	SBE monitors impact of basic skills screening policies on minority students.

THE STATE BOARD OF EDUCATION

ESTABLISHES STANDARDS

SBE ACTION	ACTIVITIES	STATUS
TEACHING COMPETENCIES		
SBE requires all graduates to possess and demonstrate specific minimum competencies (knowledges and skills).	1982-83: Colleges/universities incorporated SBE minimum standards (competencies) into all programs for teachers, administrators, and educational staff associates.	SBE established a Standards Review Committee to evaluate current minimum competencies This committee's report is due September, 1987.
WAC 180-79 Minimum Generic Standards	1980s: SBE revised minimum generic standards by adding: * Reading and Computer Skills (Teachers); and * Exceptional Students (characteristics of highly capable students and curriculum development and instruction for these students), Remediation, Parental Involvement (all roles).	SBE regularly evaluates all preparation programs to verify that competencies are included in the college/university curriculum.
WAC 180-78-050(3)(a) Program Outcomes		SBE monitors colleges/universities to ensure that revised competencies are included in the college/university curriculum.
		SBE is supporting the development of student teaching observation instruments at the University of Washington, Western Washington University, and Central Washington University, which will evaluate the extent to which student teachers demonstrate competencies.

THE STATE BOARD OF EDUCATION

ESTABLISHES STANDARDS

SBE ACTION	ACTIVITIES	STATUS
SUBJECT MATTER ENDORSEMENTS		
SBE requires that teachers be well-prepared in the subject-matter to be taught, and for the appropriate grade levels.	The WAC reference cited (180-79-080) sets forth a list of 39 endorsement titles and grade levels (viz. P-3, 4-12, K-8, K-12) (see Appendix B).	Currently, institutions are modifying their curricula to meet SBE requirements for endorsements.
WAC 180-79-080 Authorized Endorsements (Adopted May 1986)	The minimum credit hours in each endorsement area have been established by the SBE.	Further work is underway on defining the essential areas of study for candidates who wish to add endorsements. The first reading of the proposed rules occurred at the January, 1987, meeting of the SBE.
WAC 180-79-115 Academic and Experience Requirements for Certification	All teachers receiving initial certificates, and teachers receiving continuing certificates must have an endorsement. Teachers receiving continuing certificates after July 1, 1988, must hold two endorsements, providing administrators greater flexibility in assigning teachers.	

THE STATE BOARD OF EDUCATION

ESTABLISHES STANDARDS

SBE ACTION	ACTIVITIES	STATUS
FIELD EXPERIENCE REQUIREMENTS **SBE requires that all college/ university preparation programs include well-organized and supervised field experiences in K-12 settings.** WAC 180-78-050(6)(7) Program Approval Standards WAC 180-79 Academic and Experience Requirements	Field experiences: * Teachers - a minimum of 8 weeks of student teaching is required. * Administrators (Principals/ Superintendents) - A year-long supervised internship in schools is required. * Educational Staff Associates - Supervised practica or internships in school settings are required.	The Standards Review Committee is studying program approval standards, including field experience requirements. A proposed WAC will require that the eight weeks of student teaching be full time. Most colleges/universities are exceeding the SBE established field experience minimum, and some require one-half to a full year of planned, supervised field experiences.

THE STATE BOARD OF EDUCATION

ESTABLISHES STANDARDS

SBE ACTION	ACTIVITIES	STATUS
CONTINUING EDUCATION REQUIREMENTS		
SBE requires school personnel with initial and continuing certificates to engage in formal, continuing education.	1982-83: SBE instituted a policy statewide that all persons with initial certificates must complete continuing level preparation programs.	SBE monitors, evaluates, and approves the continuing level preparation programs offered by colleges/universities.
WAC 180-79 Continuing Certificate Requirements	1986: SBE adopted a continuing education clock hour requirement for all certificated personnel.	Office of the Superintendent of Public Instruction (OSPI) will administer and monitor continuing education clock hour requirement.
WAC 180-85 Continuing Education Requirement	1986: SBE adopted standards for approving agencies seeking to provide clock hour inservice programs.	SBE will approve agencies meeting continuing education approval standards.

THE STATE BOARD OF EDUCATION

ESTABLISHES STANDARDS

SBE ACTION	ACTIVITIES	STATUS
INSERVICE QUALITY CONTROLS		
SBE is committed to improving the quality and availability of inservice education.	1982-83: SBE designated that one-half of the certification fees for inservice programs planned by Educational Service District (ESD) Inservice Committees.	All ESDs have active Inservice Committees which sponsor quality inservice workshops and programs. SBE requires annual reports and monitoring of all ESD-sponsored inservice offerings.
RCW 28A.71.210 Inservice Training Act	SBE and OSPI jointly proposed original bill establishing the Inservice Training Act.	State Staff Development Council continues to function and grow by sponsoring annual conference, publishing a handbook and newsletters, and advising on staff development policy matters.
WAC 180-75-070 Use of Certification Fees	Early 1980s: SBE cooperated in a Joint Study of Inservice Education which led to the establishment of the State Staff Development Council, improved coordination of off-campus offerings, and state funding of inservice programs.	

THE STATE BOARD OF EDUCATION

ASSURES ACCOUNTABILITY

SBE ACTION	ACTIVITIES	STATUS
PROGRAM APPROVAL		
SBE monitors all preparation programs leading to certification of teachers, administrators, and specialized personnel by conducting a site visit at least once every five years at each four-year institution of higher education. WAC 180-78-035 Program Approval Process	SBE required that all preparation programs be reviewed by a team of educators and lay persons who participate in the approval process. The process includes: (1) Completed documentation; (2) A site visit by a select team of persons representing school administrators, college faculty, general and specialized organizations, and the Professional Education Advisory Committee established under WAC 180-78-015; (3) An in-depth review of the programs of study in selected endorsement areas for teaching certificates; (4) A written report prepared for SBE action; (5) A review of the comprehensive program unit reports filed subsequent to the visit; (6) A report to the SBE, between site visits, of any changes that occur in the preparation program; and (7) A list of colleges/universities to be reviewed, annually, and published and distributed.	All programs were required to be approved under 1978 standards by September 1, 1983. Twenty-nine full-scale institutional visits have been conducted from 1980 through 1986 (about five per year). In addition, twenty site visits have been conducted to review specific programs for administrators and support personnel (Educational Staff Associate certification). Preparation programs are approved for a period of from one to five years. When programs are approved for less than five years, contingencies must be met, documentation prepared, and staff reviews conducted, depending upon particular requirements.

THE STATE BOARD OF EDUCATION

ASSURES ACCOUNTABILITY

ACTION	ACTIVITIES	STATUS
COMPETENCY TESTING **SBE has authorized the development of a prototype certification examination for all educators.** WAC 180-79-014 Washington State Certification Examination	Test specifications were developed in in 1985-86 for components of the examination in reading, exceptionality, classroom management, school law and socio-cultural-economic differences.	A specific proposal for a competency test was reviewed by by the SBE at its January, 1987 meeting. Action on the proposal was scheduled for March, 1987. A contract is being negotiated with the Educational Testing Service to validate 30 subject area tests for use in Washington by candidates who wish to be authorized to teach in additional subject areas.

THE STATE BOARD OF EDUCATION

ASSURES ACCOUNTABILITY

SBE ACTION	ACTIVITIES	STATUS
FOLLOW-UP OF GRADUATES		
SBE requires follow-up studies of graduates and annual supply and demand studies.	All colleges/universities must complete follow-up of graduates and revise programs where appropriate.	At least two colleges/universities conduct personal interview with all first-year in-state teachers and their principals. Another institution provides a "guarantee" to the school districts hiring their graduates, and also provides direct on-site assistance for its graduates.
WAC 180-78-050(10) Research and Evaluation	Colleges/universities must establish a systematic process for the follow-up of graduates, the establishment of placement records, and conducting annual summaries.	
WAC 180-78-050(10)(b)(ii and iv) Program Approval Standards and Criteria	Colleges/universities must establish a process for counseling students about supply and demand needs.	In each subsequent year after 1981-82, the annual reports have included the information received from colleges/universities about program completions and the success of graduates in finding employment in the field of education.
WAC 180-78-050(4)(b)(iii) Program Approval Standards and Criteria	A study was conducted on the supply of, and demand for, certificated personnel in Washington state in 1981-82. That first in a series of annual studies looked at reported personnel needs in one-third of the school districts in Washington. It then looked at the success of employers in hiring needed personnel. The number of persons completing preparation for various teaching assignments in the previous year was the other major component of the study. The colleges/universities reported on the success of their graduates in finding employment in the following year.	Annual teacher supply-demand reports have been prepared and shared with school districts, colleges/universities, and the legislature. The data have proven useful for planning purposes.

THE STATE BOARD OF EDUCATION

ASSURES ACCOUNTABILITY

SBE ACTION	ACTIVITIES	STATUS
MONITORING OFF-CAMPUS PROGRAM STANDARDS		
SBE establishes requirements for all programs and courses offered both in-state and out-of-state institutions offering work within Washington state for purposes of certification. WAC 180-78-050(3)(vii) Program Approval Standards and Criteria WAC 180-78-057 Approval of Courses Applicable to Certification	The Program Approval rule requires that standards adopted by the SBE for offering courses in education off-campus be met by institutions seeking approval for preparation programs. When documentation is prepared for site visit reviews, institutions present evidence that this program approval standard is met. The requirements for approval of courses applicable to certification by out-of-state colleges and universities, offered within Washington state, were adopted in 1981. Following adoption of the Program Approval rule, Bulletin No. 9-81 was issued outlining the requirements and procedures for obtaining approval of courses offered within Washington by out-of-state institutions.	The off-campus requirement is monitored at the time of regular site visit reviews to colleges/universities for the purpose of SBE program approval. The rule has been effective in controlling quality of courses offered within Washington by out-of-state institutions. Applications are received, including course syllabi, faculty vita and other essential information. If SBE approval is granted, it must precede the time period that the course is offered. Oregon institutions in the Portland area are the most frequent applicants for approval.

THE STATE BOARD OF EDUCATION

ASSURES ACCOUNTABILITY

SBE ACTION	ACTIVITIES	STATUS
ASSIGNMENT COMPLIANCE **SBE requires that teachers be assigned only to subject-matter fields for which they have appropriate academic preparation, and establishes policies to ensure proper assignment.** WAC 180-16-221 Assignment of Classroom Teachers Within Districts WAC 180-16-195 Annual Reporting and Review Process	WAC amendments adopted in May, 1986, require that teachers be assigned in areas of endorsement effective August 31, 1987 (see Appendix B). The annual reporting process requires that a review of each school district's kindergarten through twelfth grade program shall be conducted annually for the purpose of determining compliance with SBE standards.	An audit of selected school districts is conducted annually by the Office of the Superintendent of Public Instruction to ensure compliance with SBE assignment rules and regulations.

THE STATE BOARD OF EDUCATION

ASSURES ACCOUNTABILITY

SBE ACTION	ACTIVITIES	STATUS
ANNUAL REPORTS		
SBE requires annual reports from all colleges/universities on their implementation of SBE standards relative to approved preparation programs and use of certification funds for both preservice and inservice activities. WAC 180-75-070(5) Use of Fee for Certification	Colleges/universities are required to submit annual reports to the SBE. These reports include course and program changes, data on significant subjects such as number of minority students completing preparation programs, and requirements for admission to teacher education programs, etc. The rule requires that SBE receive an annual report on the use of certification fees for precertification and inservice activities. Annual reports have been prepared since 1977. Reports are received from 54 preparation programs (teacher, administrator, and support personnel) in seventeen institutions. Reports of inservice activities in the Educational Service Districts are summarized as a part of the report to the SBE.	This is an annual activity. Topics included in reports vary from year to year depending on current needs for information. Summary reports are prepared annually for the SBE including total certification fees received, funds used for precertification and inservice activities and evidence that annual objectives for programs have been achieved.

APPENDIX A
WASHINGTON TEACHER CERTIFICATION REQUIREMENTS

INITIAL LEVEL CERTIFICATE

* Enroll in college/university with State Board of Education-approved Teacher Education Program.
* Obtain passing score on basic skills exam for admission into Teacher Certification Program.
* Complete study in methods of teaching and curriculum design (including observations and field experiences.)
* Demonstrate competence in Initial Level generic competencies.
* Provide evidence by affidavit of good moral character.
* Achieve and maintain minimum college grade point average.
* Complete study in elementary/secondary human growth and development.
* Specialize in at least one grade level and subject matter that meets standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC), such as:

ELEMENTARY (K-8)	SECONDARY (4-12)
* Complete degree major in an academic field or teaching specialization	* Complete degree major in an academic field.

* Complete at least 8 weeks of student teaching in K-12 schools
* Receive baccalaureate degree and Initial Level teaching certificate.

CONTINUING LEVEL CERTIFICATE

* Complete at least three years of school district service.
* Obtain two subject matter endorsements and State Board of Education-approved Continuing Level Program at college/university (effective July 1, 1988).
* Complete at least 45 quarter hours of upper division and/or graduate work.
* Demonstrate competence in Continuing Level generic competencies.

CONTINUING EDUCATION

* Complete 150 clock hours of State Board of Education-approved continuing education study every five years.

APPENDIX B

STATE BOARD OF EDUCATION ENDORSEMENT, ASSIGNMENT, CONTINUING EDUCATION POLICIES
(Adopted May 30, 1986)

ENDORSEMENT

--Thirty-nine endorsement areas have been established (see page 18).

--Effective July 1, 1988 teachers are required to hold two endorsements in order to obtain a continuing certificate.

--Teachers obtaining initial certificates up to August 31, 1987 and continuing certificates on or after August 31, 1987 will have the certificate endorsed and service shall be restricted to teaching in the area of endorsement with the exceptions noted below.

ASSIGNMENT

--Teachers must be assigned in areas of endorsement with the following exceptions:

Teachers assigned to an out-of-endorsement grade level or subject area must: have completed 2 full years of successful classroom experience and have completed six semester hours or nine quarter hours of coursework in the endorsement area of assignment (State Board of Education may waive this requirement).

Teachers assigned to specialized subject areas within Science, Social Studies, or English/Language Arts must have nine quarter hours in the specialized area.

Prior to assignment in an out-of-endorsement area, the district representative and the classroom teacher shall mutually develop a written plan that provides for a reasonable amount of planning and study time associated with the out-of-endorsement grade level or subject area.

--A teacher may be assigned to an out-of-endorsement grade level or subject area for a second or third year only if the Local Board of Directors offers to reimburse tuition for a maximum of 15 quarter hours or 10 semester hours of additional training to secure the needed endorsement in the out-of-assignment area.

--Out-of-endorsement assignments cannot exceed three years.

--Districts shall annually report to OSPI all out-of-assignment teachers, the reasons for and copies of plans for assistance.

--Assignment policy does not apply to private schools.

CONTINUING EDUCATION

--All professional personnel who meet requirements for continuing certificates after August 31, 1987 shall be required to complete 150 clock hours of study every five years.

--The clock hours can be any combination of approved inservice offerings or college/university credits.

--School districts and/or professional associations interested in offering approved inservice credits should apply directly to OSPI.

NEW ENDORSEMENT LIST
(Effective August 31, 1987)

(alphabetical)

Title	Grade Level
Agriculture	4-12
Anthropology	4-12
Art	K-12
Bilingual Education	K-12
Biology	4-12
Business and Office Education	4-12
Chemistry	4-12
Computer Science	4-12
Distributive Education	4-12
Drama	4-12
Early Childhood	P-3
Early Childhood Special Education	P-3
Earth Science	4-12
Economics	4-12
Elementary Education	K-8
English	4-12
English as a Second Language	K-12
English/Language Arts*	4-12
Foreign Language: (designated)	K-12
Geography	4-12
Health	4-12
History	4-12
Home Economics	4-12
Industrial Arts	4-12
Journalism	4-12
Learning Resources	K-12
Mathematics	4-12
Music	K-12
Physical Education	K-12
Physics	4-12
Political Science	4-12
Psychology	4-12
Reading	K-12
Science*	4-12
Social Studies*	4-12
Sociology	4-12
Special Education	K-12
Speech	4-12
Traffic Safety Education**	

*Requires 45 quarter hours
**Must comply with RCW 28A.08.010(3)

APPENDIX C

September 1986

APPROVAL OF PREPARATION PROGRAMS IN COLLEGES/UNIVERSITIES LEADING TO CERTIFICATION

DEVELOPMENT OF PREPARATION PROGRAMS

* College/university must be regionally accredited to offer baccalaureate degrees
* Program Unit formation (including representatives from schools, colleges and professional associations)
* Establishment of an executive board and adoption of operational procedures
* Involvement of OSPI liaison person
* Development of a program consistent with program approval standards (WAC 180-78-050):

1. Cooperation
2. Program Management
3. Program Outcomes (must refer to national standards as guides)
4. Selection and Retention
5. Individualization
6. Field Experience
7. Supervision
8. Options
9. Resources
10. Research and Evaluation

* Preparation of a program documentation which addresses the above listed standards and criteria

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THE ON-SITE VISIT

* A site visit team (3-12 persons) reviews program during 2-3 day period
* Site visit report is prepared reflecting site visit team's evaluation

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STATE BOARD OF EDUCATION APPROVAL AND SUBSEQUENT REPORTS

* State Board of Education approves program and specifies any contingencies to be met during approval period
* Annual reports must be submitted to the State Board of Education

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ONGOING OSPI LIAISON AND PERIODIC SITE VISITS AND REAPPROVAL

* OSPI staff monitor ongoing implementation of program
* Program revisions are submitted to OSPI for approval
* The "Research and Evaluation" approval standard requires ongoing self evaluation of program by Program Unit
* Site visits are conducted at least every five years
* State Board of Education re-approves program